



<b>Health Grade 1</b> <b>(Building On What I Already Know)</b> <b>Understanding, Skills, and Confidences (USC)</b>				
<b>OUTCOMES</b>	<b>1 – Little Evidence</b> With help, I understand parts of the simpler ideas and do a few of the simpler skills.	<b>2 – Partial Evidence</b> I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	<b>3 – Sufficient Evidence</b> I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	<b>4- Extensive Evidence</b> I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>USC 1.1</b>  <b>I can examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.</b>	<ul style="list-style-type: none"> <li>I can <b>tell</b> what 'healthy' <b>OR</b> 'unhealthy' looks like, sounds like <b>OR</b> feels like.</li> <li>I can <b>identify</b> daily healthy behaviours that I can do on my own <b>OR</b> with the help of others, for good health.</li> <li>I can <b>identify</b> a few healthy or unhealthy choices I have made.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>show</b> what 'healthy' <b>OR</b> 'unhealthy' looks like, sounds like <b>OR</b> feels like.</li> <li>I can <b>represent</b> daily healthy behaviours that I can do on my own <b>OR</b> with the help of others, for good health.</li> <li>I can <b>identify</b> factors that make it easy <b>OR</b> factors that make it hard for me to make healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>show</b> what 'healthy' <b>AND</b> 'unhealthy' looks like, sounds like, <b>AND</b> feels like.</li> <li>I can <b>represent</b> daily healthy behaviours that I can do on my own <b>AND</b> with the help of others, for good health.</li> <li>I can <b>identify</b> factors that make it easy <b>AND</b> factors that make it hard for me to make healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> what health <b>AND</b> unhealthy looks like, sounds like <b>AND</b> feels like, in a variety of situations.</li> <li>I can <b>explain the importance</b> of the healthy choices I make every day.</li> <li>I can <b>describe</b> several factors that influence whether I make healthy or unhealthy choices.</li> </ul>
Comments:				

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OUTCOMES	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>USC 1.2</b> <b>I can determine, with support, the importance of the brain, heart, and lungs and examine behaviours that keep these organs healthy.</b>	I can <b>identify</b> where the heart, brain <b>OR</b> lungs are located.  I can <b>name a FEW</b> healthy behaviours that keep the heart, brain <b>OR</b> lungs healthy.	I can <b>represent</b> the jobs of <b>OR</b> the importance of the heart, brain <b>OR</b> lungs.  I can <b>describe SOME</b> healthy behaviours that keep the heart, brain <b>OR</b> lungs healthy.	I can <b>represent</b> the jobs of <b>AND</b> the importance of the heart, brain <b>AND</b> lungs.  I can <b>describe SEVERAL</b> healthy behaviours that keep the heart, brain <b>AND</b> lungs healthy.	I can <b>explain</b> how the heart, brain <b>AND</b> lungs are connected.  I can <b>propose</b> what happens if one or more of our brain, heart <b>AND</b> lungs is/are not healthy.
Comments				



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<b>USC 1.3</b> <b>I can analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.</b>	<ul style="list-style-type: none"> <li>I can <b>recognize</b> what particular feelings sound like, feel like, <b>OR</b> look like.</li> <li>I can <b>recognize</b> what being a good friend sounds like, feels like, <b>OR</b> looks like.</li> <li>I can <b>recognize</b> healthy ways (words <b>OR</b> behaviours) to express my feelings in relationships <b>at school</b>.</li> <li>I can <b>recognize</b> the impact my actions may have on how others think, feel <b>OR</b> act.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>show</b> what particular feelings sound like, feel like, <b>AND</b> look like, <b>with prompting</b>.</li> <li>I can <b>show</b> what being a good friend sounds like, feels like, <b>OR</b> looks like.</li> <li>I can <b>represent</b> healthy ways (words <b>OR</b> behaviours) to express my feelings in relationships <b>at school</b>.</li> <li>I can <b>explain</b> the impact my actions may have on how others think, feel <b>OR</b> act.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>show</b> what particular feelings sound like, feel like, <b>AND</b> look like.</li> <li>I can <b>show</b> what being a good friend sounds like, feels like, <b>AND</b> looks like, in a variety of situations including with someone who is not a friend yet.</li> <li>I can <b>represent</b> healthy ways (words <b>AND</b> behaviours) to express my feelings in relationships <b>at school</b>.</li> <li>I can <b>explain</b> the impact my actions may have on how others think, feel <b>AND</b> act, in a variety of situations.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> what particular feelings sound like, feel like, <b>AND</b> look like, <b>in a variety of situations</b>.</li> <li>I can <b>compare</b> ways of being a good friend using verbal <b>AND</b> non-verbal communication.</li> <li>I can <b>explain</b> a variety of healthy ways (words <b>AND</b> behaviours) to express my feelings <b>in a variety of relationships</b>.</li> <li>I can <b>propose</b> how considering my own needs and the needs of others, can impact my relationships.</li> </ul>
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<b>USC 1.4</b> <b>I can determine and practise safe pedestrian/street behaviours and examine related safety challenges in the community.</b>	<ul style="list-style-type: none"> <li>I can <b>recognize</b> safe <b>OR</b> unsafe practices in my family <b>OR</b> my community.</li> <li>I can <b>recognize</b> possible pedestrian <b>OR</b> street dangers.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> safe <b>OR</b> unsafe practices in my family <b>OR</b> my community.</li> <li>I can <b>show</b> ways to be a safe pedestrian.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> safe <b>AND</b> unsafe practices in my family <b>AND</b> my community.</li> <li>I can <b>show</b> ways to avoid, act cautiously around <b>OR</b> refuse things in dangerous pedestrian <b>OR</b> street situations.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> the <b>factors</b> that make situations safe/unsafe in <b>a variety of situations.</b></li> <li>I can <b>show</b> ways to avoid, act cautiously around, <b>AND</b> refuse things in dangerous pedestrian <b>AND</b> street situations.</li> </ul>
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<b>OUTCOMES</b>		<b>1 – Little Evidence</b> With help, I understand parts of the simpler ideas and do a few of the simpler skills.	<b>2 – Partial Evidence</b> I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	<b>3 – Sufficient Evidence</b> I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	<b>4- Extensive Evidence</b> I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>USC 1.5 I can explore the association between a healthy sense of “self” and one’s positive connection with others and the environment.</b>	<b>Self</b>	I can <b>identify a few</b> factors (physical attributes, accomplishments <b>OR</b> personal experience) that make me unique.	I can <b>describe some</b> factors (physical attributes, accomplishments <b>OR</b> personal experiences) that make me unique.	I can <b>describe many</b> factors (physical attributes, accomplishments <b>AND</b> personal experiences) that make me unique.	I can <b>compare</b> the similarities and differences in people.
	<b>Connection with others and the environment</b>	I can <b>identify</b> a few behaviours that embrace the uniqueness of others.  I can <b>identify</b> a few thoughts <b>OR</b> behaviours that show a healthy connection to the environment.	I can <b>show</b> behaviours (verbal <b>OR</b> nonverbal) that embrace the uniqueness of others, <b>with guidance.</b>  I can <b>show</b> thoughts <b>OR</b> behaviours that show a healthy connection to the environment.	I can <b>show</b> behaviours (verbal <b>AND</b> nonverbal) that embrace the uniqueness of others.  I can <b>show</b> thoughts <b>AND</b> behaviours that show a healthy connection to the environment.	I can <b>describe</b> the impact of behaviours that embrace the uniqueness of others, on myself <b>AND</b> others.  I can <b>describe</b> the impact of thoughts and behaviours that show a healthy connection to the environment.
Comments:					